



BSD#7 LRSP Strategic Objective ACTION PLAN: 2010-11

1.09 C&I Special Education

Action Plan Projected Completion Date: Ongoing	Leader: Chad Berg Team Members: Special Education Staff, Curriculum & Instruction office support, SEPTA partnerships
--	---

Strategic Objective (SO): 1.09 Instructional Coaching, Special Education, Reading Intervention, Math Intervention, Response to Intervention (RtI), Technology, Professional Learning Communities, Indian Education for All, PEAKS (Gifted) Program, Extended Day and Extended Year programming.

Evaluation Plan: (Describe steps you'll take to determine if you've reached your strategic objective.)

- The OPI and Office of Special Education data on performance towards the district applicable performance Indicators

Best Practice Investigation: (What information is uncovered looking at best practice in relation to your strategic objective?)

- Use of consensus process for linkage to LRSP
- Use of RtI framework to implement best-practices in curriculum, instruction and assessment

Action Steps	Who?	Timeframe
What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	Who will be responsible for what actions?	What is a realistic timeframe for each action?
1. Use of special education consensus process and LRSP to guide Action Plan development	1. Coordinated by Special Education Director	1. Completed
2. District staff will collaborate with OPI on needed follow-up actions resulting from Compliance Monitoring, to assure procedural compliance.	2. Coordinated by Special Education Director	2. Completed
3. Special education staff will participate in District planning for the Response to Intervention initiative, to integrate practices of assessment, collaboration, and delivery of instruction with general education and intervention services.	3. Coordinated by Special Education Director	3. Ongoing, linked to RtI action plan
<ul style="list-style-type: none"> Options for collaborative, community-based preschool special education services will be developed and implemented Program alignment, including staffing and budget 		

<p>allocations, will be based on a review of student needs, while increasing capacity of Resource Programs to meet the needs of students in the Least Restrictive Environment.</p> <ul style="list-style-type: none"> • Progress monitoring techniques will be consistently implemented in Individualized Educational Programs • Supplemental and Core Replacement programs for reading and math will be identified and reviewed for consistency across elementary, middle, and high school levels with purchases based on gaps or inconsistencies and annual available funds • Integrated service delivery options will be reviewed at the school level <p>4. Community and family engagement will continue to be stressed through partnerships with the Special Education Parent Teacher Association</p> <p>5. Special Education staff will participate in District professional development planning, to identify and implement training in:</p> <ul style="list-style-type: none"> • Specialized Program (Life Skills and Behavior Programs) PLCs • Crisis Prevention Institute – de-escalation/safety • Training for implementation of supplemental and core replacement materials 	<p>4. Special Education Director, staff, parents, through SEPTA</p> <p>5. District Professional Development committee, Director, Curriculum and Grants coordinators</p>	<p>4. Ongoing</p> <p>5. School Year 2010-2011</p>
---	---	---

In a year, we hope to see the following progress on this strategic objective:
 Compliance monitoring recommendations are being implemented, budget planning had allowed for staff re-alignment linked to the LRSP, special education staff implementing best-practice approaches in curriculum, instruction, and assessment, linked to RtI activities